| **Less emphasis on:** | **More emphasis on:** |
| --- | --- |
|  | **Standards for Mathematical Practice**   * + - Describe mathematical “habits of mind”     - Standards for mathematical proficiency: reasoning, problem solving, modeling, decision making, and engagement     - Connect with content standards in each grade |
| **Numbers and Operations**   * Ordering quantities from least to greatest or greatest to least. * While money is used for counting, addition and subtraction, identification of coins and counting money is not emphasized. | **Numbers and Operations**   * Understanding number, not just rote counting. * Counting beginning with any number, not just 1. * Counting for a purpose, e.g., to answer “how many?” questions. * Comparing numbers and quantities. * Decomposing numbers more than one way * Making a ten * Fluently adding and subtracting to 5 * Decomposing teen numbers into tens and ones |
| **Measurement** | **Measurement**   * Measurement as direct comparison |
| **Geometry**   * Symmetry | **Geometry**   * Composing shapes to make larger shapes. * Naming shapes regardless of orientation * Comparing two- and three-dimensional shapes in different sizes and orientations |
| **Algebraic Concepts**   * Number and geometric patterns in isolation. | **Algebraic Concepts** |
| **Data Analysis and Probability**   * While graphs can be used as tools for counting, addition and subtraction, there is not an emphasis on gathering data and constructing graphs. * Probability | **Data Analysis and Probability** |